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A TEACHER EVALUATION OF IN-SERVICE EDUCATION PRACTICES  
IN WESTERN KANSAS ELEMENTARY SCHOOLS

being

A Thesis Presented to the Graduate Faculty  
of the Fort Hays Kansas State College  
in partial fulfillment of the  
requirements for the  
degree of Master  
of Science

by

Roland D. Nelson, B. S. in Education, 1950

Kansas State Teachers College, Emporia

Approved

*H. Clement Wood*  
Major Department

Date

*July 29, 1954*

*Ralph F. Coder*  
Chairman Graduate Council

*Gift*

ABSTRACT

Nelson, Roland D. (M. S., Department of Education)

A TEACHER EVALUATION OF IN-SERVICE EDUCATION PRACTICES IN  
WESTERN KANSAS ELEMENTARY SCHOOLS

Thesis Directed by: Professor W. Clement Wood

*The Author*

The problem in this investigation is to discover teacher reaction to various in-service education practices and techniques utilized by administrators and teachers in the development of in-service education programs in the elementary schools of Western Kansas.

In order to arrive at general evaluations concerning in-service education, an opinionnaire was sent to 300 selected teachers in graded elementary schools having a designated principal and at least three teachers. Data were obtained from 120 returned opinionnaires which represents a 40 per cent response to the survey.

For the purpose of comparision, a study was also made of authoritative literature relevant to in-service education.

Areas in which teachers were asked to express an opinion were:

1. Group conferences including:

- a. Meetings of all teachers in a given building.

- b. Meetings of all teachers in the school system.
  - c. Meetings of all teachers teaching a certain grade.
  - d. Pre-school faculty meetings.
2. Individual conferences with the principal.
  3. Intervisitation.
  4. Classroom visits by the principal.
  5. Demonstration teaching.
  6. Audio-visual aids.
  7. Summer school
  8. Extension courses.
  9. Travel and travel seminars.
  10. Short excursions during the school year.
  11. Correspondence course work.
  12. Professional conventions.
  13. Workshops.
  14. Directed professional reading.

Techniques which teachers believed to be of definite value were pre-school faculty meetings, individual conferences with the principal, demonstration teaching, travel, and workshops.

The respondents indicated that the practices of questionable value in in-service education activities were intervisitation within the school system at the same grade level, intervisitation within the school system at a different grade level, classroom visits by the principal, short excursions, and institutes.



It was also found that faculty meetings were usually planned by the principal and that conferences after classroom visits by the principal were not usually held after each visit.

As a result of the investigation, it was concluded that:

1. Most elementary schools in Western Kansas do not have well developed programs of in-service education.
2. In general, the ratings given each technique correspond with the opinions held by authorities.
3. Most of the planning for group functions of an in-service education nature is done by the respective principals.
4. The National Education Association appears to be of greatest benefit to the classroom teacher through the N E A Journal.
5. The most common in-service education methods employed by individual teachers are college summer school, extension work, and correspondence courses.
6. The most commonly employed group techniques are faculty meetings, the Kansas State Teachers Association Conventions, and county institutes.

This abstract of about 500 words is approved as to content.

Signed H. Clement Hood  
Adviser in charge of thesis

## ACKNOWLEDGEMENTS

The production of this thesis was made possible by, and was under the able direction of Dr. W. Clement Wood. To him, the researcher wishes to express his gratitude and appreciation for careful assistance and counseling. To Dr. Katherine Nutt is extended appreciation for encouragement and technical assistance without which the problem would not have been undertaken. Also, acknowledgement is given to the many elementary teachers who thoughtfully and carefully furnished data upon which the investigation was based.

Mention should be made of the assistance and encouragement given by Mrs. Barbara Nelson during the preparation and presentation of the study.

R. D. N.

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## CHAPTER I

### INTRODUCTION

In-service education as a comprehensive device for the improvement of the teaching-learning situation is becoming an integral part of the modern supervisory program. The idea of in-service education is not new since teachers have always engaged in certain forms of self-improvement although not often on a planned basis.

As schools become larger and teaching more complex, teachers, administrators, and educators are becoming increasingly aware of the need for cooperative programs including the more beneficial aspects of in-service education. This does not imply that all phases of in-service education should be carried out as a cooperative scheme but the more important elements of such programs will certainly be the result of such action.

At the present time, many elementary principals are loaded with teaching duties to such an extent that supervisory work is secondary in elementary school administration. This fact alone should not seriously impair the development of in-service education in a particular school since the principal should delegate a large part of the planning to staff members. Furthermore, it is essential that the participants do the planning and developing of the program. In schools where

the principal takes full responsibility for planning, initiating, and conducting the program, the teachers exhibit only passive interest, being content to sit back and watch the principal do the work.<sup>1</sup>

Too many principals, and teachers, entertain the idea that such techniques as faculty meetings and similar group work is a responsibility of the principal alone. Until this idea of individual effort gives way to group responsibility, in-service functions cannot be of maximum value.

The Problem. The problem in this investigation is to determine through a survey of selected teachers the efficacy and extent of in-service education practices in Western Kansas in elementary schools.

In general, an attempt is made to discover teacher reaction to the various in-service education practices and techniques, both those employed as a group and those practices in which teachers engage individually. From this information, it is hoped that an evaluation can be made of in-service education practices.

Purpose Of The Study. The purpose of this study is

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<sup>1</sup> From notes taken during a talk by Dr. John H. Nicholson, Director of Instruction, Kansas State Department of Public Instruction.



to discover teacher opinion concerning the various phases of in-service education as practiced in selected Western Kansas elementary schools. The instrument used to collect information concerning the study was an opinionnaire which was sent to teachers in schools employing a principal and three or more teachers which it was assumed would warrant an organized in-service program.

This study does not intend to analyze all the possible reasons for success or failure of certain techniques but should provide information of value to continued study in the field of practical in-service education.

Significance of the Study. Principals, supervisors, and superintendents of schools should be able to use the information collected in the process of this survey to good advantage in initiating, revising, and evaluating programs of in-service education. There is little benefit from such programs unless the teachers themselves realize value from full participation in the various phases of the program.

Once the value of the individual techniques is established, persons concerned with the betterment of teaching in all its complexities may develop their activities of in-service education to include and emphasize those techniques which prove their value and either revise or eliminate those practices in which teachers have little

interest and realize little benefit.

Definitions of Terms. The definitions here presented provide the meanings of terms as they are used in reporting the results of the investigation.

In-service Education. The training of teachers while they are regularly employed in a public school.

Workshops. Group meeting designed to facilitate work toward the solution of a common problem or series of problems peculiar to teaching.

Faculty Meetings. Meetings of the teaching personnel of a school or school system.

Course Work. Regular credit courses taken in residence at a college campus, by correspondence from a college, or through extension services offered by a college.

Documentary Aids. Bulletings, pamphlets, circulars, or any other printed material designed to help teachers with their work.

Directed Reading. Selected articles or books to which the principal may refer teachers.

Directed Observation. A situation in which the principal, or another teacher conducts a model class to demonstrate to a group of teachers some particular point, phase, or technique of the teaching process.

Field Trips. Excursions, usually limited in time and

distance traveled, where teachers have an opportunity to observe industry, libraries, museums or other selected points of interest.

Individual Conferences. An interview involving a teacher and the principal.

Inter Visitation. Visitation of the teacher to another teacher's classroom to observe various techniques and practices in the teaching-learning situation.

Procedure. On April 5, 1954, a letter of transmittal and an opinionnaire<sup>2</sup> were sent to 300 elementary school teachers selected from country educational directories of counties in the Western half of Kansas. The letter stated the purpose of the study and asked for opinions and comments regarding in-service education practices in the teachers' respective schools. Only those schools employing a principal and at least three teachers in grades one to six inclusive were included.

On May 1, 1954, a card was sent to each of the 300 teachers thanking those who had returned the completed opinionnaire and asking that any not yet returned be sent as soon as possible.

One-hundred and twenty opinionnaires were received which represents a 40 per cent return.

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2 See appendix. p.

Methods Used in Presenting Findings. In order to obtain a clear concept of the probable value of each of the in-service education techniques, a study was made of the literature concerning in-service education. The evaluations made by these authorities were compared to the evaluations indicated by teachers in such a way as to indicate whether the techniques merit the given ratings or whether the method of approach was the cause for indicated opinions. If authorities believe a certain practice of questionable value, it should have been reflected in the rating given this practice by teachers. On the other hand, if teachers rated a technique differently than the authorities, the success or failure of the practice (or the program as a whole) may have been due to the method of administration.

Chapter I is an introduction to the study which includes the problem, purpose of the study, significance of the study, definitions of terms, procedure, methods used in presenting findings, and a review of related research.

Chapter II presents authoritative opinions concerning in-service education practices. The chapter was divided into three parts: the "doing techniques," "observational techniques," and "verbal techniques."

The investigation is presented in Chapter III which presents the findings of the survey and compares these

findings with the opinions stated by authorities in Chapter II.

Chapter IV is a summary of the study and a presentation of the conclusions and recommendations arrived at as a result of the investigation.

Review of Related Research. Although considerable research has been done in the field of in-service education, no investigations have been conducted in the elementary schools of Kansas as could be determined through a survey of researches completed in Kansas graduate schools.

R. B. Beattie<sup>3</sup> found that the following activities were representative of present school sponsored programs in high schools in the first class cities of Kansas:

1. Maintaining individual memberships in the National Education Association and the Kansas State Teachers Association.
2. Engaging in community activities.
3. Maintaining a professional library of current materials.
4. Utilizing visiting lecturers.
5. Encouragement of sound classroom experiments.
6. Group meetings with supervisors for discussion.

Teachers most frequently participated in the following

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3 R. B. Beattie, "Status of In-Service Teacher Training in the High Schools of First-Class Cities in Kansas," Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas 1950.



activities which were not school sponsored:

1. Summer travel tours.
2. Summer employment in occupations related to the subject taught.
3. Voluntary summer school attendance.
4. Use of self-rating scales.

About 90 per cent of each school staff participated in one or more of the above school-sponsored activities and about 30 per cent in activities outside the school program.

In-service activities which both principals and teachers regarded as vital were:

1. Encouragement of sound classroom experiments.
2. Maintenance of current professional reading material.
3. Group discussion meetings with the supervisor.
4. Engaging in research activities.
5. School visitation.
6. Utilizing field trips.
7. Maintaining membership in the National Education Association.
8. Engaging in community activities.
9. Voluntary attendance in college summer school.
10. Summer employment in occupations related to the subject taught.

Common agreement on activities which should not be included was:

1. Periodic professional examinations.

2. Classroom supervision for rating purposes.
3. Use of pre-planned course of individual studies for the purpose of securing uniformity in teacher competency.
4. Awarding weighted credits for participation in in-service training.

The probable weaknesses of programs were:

1. Lack of time to pursue in-service training on school time.
2. Daily schedule load of teachers.
3. Poor planning.
4. Poor organization.
5. Poor participation.
6. Too limited a program.

Apparently, these weaknesses were a result of a lack of financial support and proper leadership.

D. E. O'Beirne<sup>4</sup> recommended, from studies made in the public schools of Greencastle, Indiana, that:

1. Future in-service programs have as a major goal the basic qualities needed in teachers.
2. Future programs include an inventory of teacher understandings of child growth and administrative goals.
3. In-service education should not be confined to elementary teachers but should include all levels.

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4 D. E. O'Beirne, "Development and Appraisal of a Teacher Education In-Service Program in the Greencastle Public Schools, "Unpublished Doctor's Dissertation, Northwestern University, Evanston, Illinois, 1948.

4. School boards should not receive interpretations from selected individuals but should extend an open invitation to all meetings and especially orientation meetings.
5. A department should be responsible for in-service education.
6. Teachers should have an opportunity to learn the content and purpose of the in-service education program.
7. Steering committees should direct the program allowing principals, supervisors, and superintendents of schools to cooperate with teacher education as they assume traditional roles of office routine.
8. Generally, in-service education should be on school time with study groups meeting every other week.

Carroll Turner<sup>5</sup>, in a study of in-service education of rural elementary teachers in Western Illinois, concluded that:

1. Some agency such as the teachers' college must assume the leadership in providing in-service education experiments.
2. If teachers who study personal problems of children are valued, the college faculty must meet the personal needs and problems of the teacher.
3. If colleges expect equal educational opportunities to all children, they must consider giving comparable opportunities to all teachers regardless of economic status.
4. If teachers are expected to take pupils on field trips, and excursions, colleges must offer the first experience to the teacher.

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5 Carroll Turner, "The Initiation, Administration, and Evaluation of Certain Aspects of a Program for the In-Service Education of Rural Elementary Teachers in Western Illinois, "Unpublished Doctor's Dissertation, Northwestern University, Evanston, Illinois, 1948.

The general consensus among these investigators is that in-service education programs are not developed to their full potential. It appears that lack of good leadership is responsible for the lag in development of the in-service education program.

## CHAPTER II

### OPINIONS OF AUTHORITIES CONCERNING IN-SERVICE EDUCATION TECHNIQUES

A thorough study of the authoritative literature concerning in-service education was made in order that the actual working details and relative merits of each practice could be ascertained.

A. S. Barr<sup>6</sup> distinguishes between the various types of in-service education techniques, dividing them into the "doing techniques," "observational techniques," and "verbal techniques."

#### DOING TECHNIQUES

Doing techniques, in which teachers take an active part or, preferably, take the initiative are considered to be the most valuable.

Faculty Meetings. Teachers dislike faculty meetings, generally regarding them as a waste of time. They usually are unwilling to put forth their ideas, believing that is the job of the supervisor.<sup>7</sup>

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6 A. S. Barr, W. H. Burton, and L. J. Brueckner, Supervision, New York: D. Appleton-Century Company, 1947, p. 705.

7. Kimball Wiles, Supervision for Better Schools, New York: Prentice-Hall, Incorporated, 1951, p. 150.



with certain conditions such as these:<sup>8</sup>

1. The problems to be discussed should be important to the entire staff, and should be chosen by the entire teaching group (including the principal.)
2. Meetings should not be much less than one hour, and probably no longer than an hour and a half.
3. The frequency of such staff meetings should be decided upon by the staff.
4. The meeting place should be as pleasant, comfortable, and informal as possible. Avoid classrooms with fixed seats; they are formidable barriers to good group discussions. In small schools the meetings might very well be held in the homes of the participants.
5. Teachers should participate in the planning and organization of the meetings, and the wishes of the staff should govern the decisions made.
6. Insofar as possible, members should be so seated that they can see one another without neck-craning. A circle or hollow square is a good arrangement.
7. In a very large school, the staff should be broken into smaller discussion groups; the large meetings should be reserved for making staff decisions, as a forum and clearinghouse for committee proposals, and for all-school planning.

Meetings may be held in the library or in some room where the furniture can be moved around so that participants are facing each other. Fastened down desks are usually too small for teachers to sit in comfortably. Care must be taken, when arranging for the meeting, that no one member is isolated;

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<sup>8</sup> Willard S. Elsbree, and H. J. McNally, Elementary School Administration and Supervision, New York: American Book Company, 1951, p. 414.

neither the discussion leader nor any faculty member.<sup>9</sup>

Several rooms may be made available to which smaller groups can go for the discussion of delegated problems. One difficulty in this plan is that time is wasted going from the main meeting room to the smaller rooms, resulting in a loss of the unity and spirit of the meeting. A remedy is to hold meetings in the cafeteria or a similar large room where small groups can isolate themselves within the same room without interfering with the conversation of the other small groups.<sup>10</sup>

The scheduling of faculty meetings should be worked out in a framework that includes the assumption that faculty planning and policy formation is a part of the job of teaching. A major portion of the decision as to the times for meeting is a faculty responsibility.<sup>11</sup>

The problem of leadership of the faculty meeting may be administered in one of two ways; the supervisor serves as chairman or the responsibility of leadership is rotated among the members of the teaching staff. The latter method is preferable since an excellent opportunity is available to develop latent leadership qualities. Furthermore, if the chairmanship is rotated, the participants may take more interest in the discussion. An active interest should be taken by the

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9 Wiles, op. cit., pp. 156-7.

10 Loc. cit.

11 Ibid. p. 154.

supervisor as well or his lack of interest will soon permeate the group.<sup>12</sup>

In order that the group chairman may lead well, he must know the functions of the post. These functions may be considered responsibility of the chairman:<sup>13</sup>

1. Create an atmosphere that is easy--yet businesslike.
2. Guide the flow of discussion.
3. Clarify questions.
4. Keep the group on the topic.
5. Summarize the discussion. (Most valuable of all the functions.)

Faculty meetings, to be effective, must be organized around teachers' problems. Often, the supervisor calls meetings with no purpose other than to satisfy periodic meeting requirements.<sup>14</sup> If definite agenda are prepared by having each teacher list problems, a program for the year can be planned more realistically. A listing of problems to be considered is then made available to the faculty prior to the time of the meeting. Each member then has an opportunity to be prepared to discuss and make decisions on any of the

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<sup>12</sup> J. A. Bartky, Supervision as Human Relations, Boston: D. C. Heath and Company, 1952, pp. 190-1.

<sup>13</sup> Ibid., pp. 157-8.

<sup>14</sup> Ibid., p. 151.

agenda items.<sup>15</sup>

A steering committee chosen by the staff to plan the order of problems on the agenda helps insure that the meetings are "faculty-planned" instead of "supervisor-planned." Membership on the steering committee must be rotated frequently so that each member of the staff has a part in planning meetings.<sup>16</sup>

Another important part of the faculty meeting is arrangement for social activities so that the teachers will become better acquainted. Social activities will facilitate the development of a feeling of unity that differences of opinion will not disrupt.<sup>17</sup> For example, serving coffee before the meeting will help the staff relax by breaking the tension of a formal meeting and gives the teachers a chance to visit, exchange stories, ideas, and general information. Also, it is realized that many teachers smoke, thus ash trays should be provided.<sup>18</sup>

Some problems in the teacher-learning situation are not of immediate concern to all members of the staff. It is desirable to have those interested in a particular problem to

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15 Loc. cit.

16 Ibid., pp. 152-3.

17 Ibid., p. 155.

18 Loc. cit.

study this problem as a group. For example, reading teachers may form a study group to discuss problems peculiar only to reading.<sup>19</sup> Then, to provide an opportunity for the entire staff to benefit from the discussion and conclusions of these study groups, panel discussions may be used as a method of reporting.<sup>20</sup> In this way, details may be omitted and emphasis placed on the main points of any particular problem.

Committees. Another way to improve the content of general staff meetings is to have periodic reports by committees which have been set up to study certain limited problems or questions arising in the community as they relate to the school.<sup>21</sup>

Some other activities in which faculty committees may engage are these:<sup>22</sup>

1. Participation in discovering and defining educational problems.
2. Participation in community projects.
3. Participation in the formulation of instructional plans and policies.
4. Participation in curriculum development.

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19 Elsbree, op. cit., p. 416.

20 Barr, op. cit., p. 719.

21 Ibid., p. 714.

22 Ibid., pp. 715-7.

5. Participation in the choice of instructional materials.
6. Participation in the development of the criteria by which the educational product and its antecedents may be evaluated.

In the modern life-centered curriculum, such committees are almost a necessity.<sup>23</sup>

There is a tendency, whenever committees are appointed, to assign problems of such a broad scope as to require considerable time for thorough study. Whenever any project is extended over too long a time the members of the committee lose interest or become bored.<sup>24</sup> A certain amount of caution must be employed to limit the time of the committee function. Membership should be rotated so that every member of the faculty has an opportunity to help in the solution or study of various problems.<sup>25</sup> If the faculty is small, all members may be assigned to each problem. As much as possible, each committee should choose the problem to be studied.

Faculty meetings can be of definite value to the teachers within a school system or may be a waste of time. Selection of suitable problems for discussion, and careful planning by the supervisor and teachers, result in interesting

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23 Elsbree, op. cit., p. 417.

24 Bartkey, op. cit., p. 290.

25 Ibid., p. 267.



and effective meetings.

Workshops. The problem solving idea has proven so successful that teachers often request some type of conference or meeting where limited problems can be extensively studied. As a result of this felt need on the part of teachers, the workshop idea was introduced by the Progressive Education Association. In its beginning, fifty to eighty teachers from schools participating in the Eight-Year Study were brought together for a period of from five to six weeks. The functions of the meetings were to exchange ideas, to work on the problems facing them in their schools, and to confer with resource people to obtain new ideas. The workshop proved to be an extremely useful technique for developing outlooks and skills of experienced teachers.<sup>26</sup>

At one time, the formal institute provided some of the functions of the present-day workshop.<sup>27</sup> Since 1900, the formal institute has almost disappeared.

Many colleges and universities now offer workshops from which those who attend may earn regular college credit. The length of time that workshops function varies, with the

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26 Wiles, op. cit., pp. 155-6.

27 J. H. Dougherty, F. H. Gorman, and C. A. Phillips, Elementary School Organization and Management, New York: The Macmillan Company, 1950, 284.

usual course being held for a period of two weeks, either immediately prior to a college summer session or immediately following the summer term.

Workshops have certain identifying characteristics such as these:<sup>28</sup>

1. Attendance is voluntary.
2. Participants work only on problems they wish to work on. There is no pre-planning, no arbitrary schedule of activities.
3. The planning of the schedule and activities is done by the members. Leadership is placed as swiftly as possible in the hands of the workshop members.
4. The staff of the workshop work in the capacity of guides and consultants, not as "teachers" or determiners of policy. They represent resources for the group to use as it sees fit.
5. Usually the workshop is held at a spot away from the school. The workshopppers live, eat, work, and play together for the duration of their stay, which may be but a few days or as much as six weeks.
6. There are no requirements other than those decided upon by the group. Evaluation of the individual members is avoided if possible, although it is desirable for the group to evaluate the workshop.
7. The program is decided among meetings of the whole group, meetings of subgroups, personal interviews with staff members, and recreational activities.

Extension Work. Besides workshops, many colleges and universities offer extension courses. Universities, normal

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28 Els bree, op. cit., pp. 417-8.

schools, and teachers colleges began offering extension centers about 1890.<sup>29</sup>

An excellent opportunity is available through extension services for teachers to gain college credit toward a degree or to gain necessary credit toward satisfying certificate renewal requirements. Usually, the only requirement a college will make is that a minimum number of persons to be enrolled before an instructor is sent to conduct the class.

The value of extension work was established in one situation<sup>30</sup> where the teachers in a county initiated a three year program consisting of a course of Problems In the Teaching of Reading the first year, Measurement and Evaluation in the Elementary School the second year, and Recent American History the third year. Achievement tests were administered to the pupils of these teachers at the beginning of the courses. On the average, the children were a year below the standard for their age group. At the termination of the extension program, the children were again tested. The group was almost exactly on standard. That the children gained four years of mental growth during the three year period, is a significant fact favoring extension courses.

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29 Dougherty, op. cit., pp. 294-5.

30 Loc. cit.

It must be realized, however, that usually extension and workshop attendance cannot provide as many advantages as attendance at regular summer sessions at a college or university.

Summer School. Not only does summer school and other college credit work help teachers keep up with the latest developments in education, but teachers may also earn a baccalaureate degree or higher degrees if they have not been previously obtained. Usually, too, more desirable positions, paying higher salaries, may be obtained by a teacher with more college education.

Supervisors and administrators must emphasize the value of summer course work. Certainly, salary increments and merit benefits should be granted those teachers who improve their professional status by further education.

Some of the means offered by colleges and universities through summer school to help attending teachers are these:<sup>31</sup>

1. Provides expert assistance when it is needed.
2. Provides new and better library services.
3. Provides an opportunity to meet and exchange ideas with other persons from other school systems.

Summer work also has some disadvantages:<sup>32</sup>

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31 Barr, op. cit., p. 726.

32 Loc. cit.

1. Problems and aspects chosen frequently are not those deemed most important by the teachers.
2. Instructors seem frequently unable to bridge the gap between principles and techniques.
3. Course work is frequently formal and acedemic.

When a teacher contemplates attendance at a college summer session, the supervisor could well advise her to consider courses involving actual teaching. There are few skills more difficult to learn,<sup>33</sup> thus any help that can be obtained is of considerable value. The advantages of such courses is that the teacher is in a normal teaching-learning situation.<sup>34</sup> Certain disadvantages, too, must be recognized.<sup>35</sup> One serious limitation is that the teaching act under such circumstances may be accompanied by a minimum amount of reaction on the part of the teacher. Another is that the experience gained is not generalized, and frequently, the experience may not be organized.

Correspondence work, while not offering as many advantages as residence course work, should not be overlooked as a means for improving teachers. Most colleges offer considerable work in various phases of the teaching process

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33 Ibid., pp. 736-7.

34 Loc. cit.

35 Loc. cit.

as well as courses in fields other than teaching.

Travel. A valuable alternative to course work is travel. Boards of education and superintendents of school are becoming increasingly cognizant of the value of travel as a means of in-service growth. Their approval is reflected in salary increments, credits, merit ratings, and other advantages.<sup>36</sup> In this age of rapid transportation, teachers may visit a variety of localities during the summer recess, even to the extent of traveling overseas. Besides "getting away from it all", the teacher has an opportunity to broaden interests and knowledge, re-evaluate her point of view on certain issues of general interest, and formulate new ideas and opinions. Not only does the teacher benefit from travel, but her pupils benefit as well, since the experience may carry over into the classroom in the form of an improved mental attitude on the part of the teacher.

Some colleges are now offering travel seminars as a part of the regular curriculum,<sup>37</sup> which is further evidence supporting the value of travel as an educational technique. These trips are quite extensive, including stops at many points of interest. An instructor accompanies the members of the

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36 Ibid., p. 732.

37 Fort Hays Kansas State College is offering an extensive travel seminar each summer.



travel class giving lectures and explanations as the trip progresses, which adds to the value of the experience.

Travel need not be limited to summer vacations. Field trips and short excursions may be taken by individual teachers or groups of teachers at any convenient time during the year.<sup>38</sup> Some teachers include their pupils when planning excursions, allowing them to benefit directly from the experience. Some places commonly visited are museums, libraries, educational displays, college "open-house", industries, business establishments, and geographical or historical localities.

Teachers' Meetings. Of the many teacher participation techniques utilized, teachers' meetings are the most widely emphasized. Each year, schools are recessed for a few days in order that the teachers may attend their association meetings. Boards of education recognize the value of these conventions in that the teachers are paid while attending.

Rhode Island claims credit for organizing the first state teachers' association in 1845.<sup>39</sup> The idea proved so successful that at the present time every state has an active teachers' association.<sup>40</sup> It is interesting to note that some

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38 Loc. cit.

39 Dougherty, op. cit., pp. 285-6.

40 W. T. Melchior, Instructional Supervision, Boston: D. C. Heath and Company, 1950, p. 458.

of the same problems were discussed then as are now, such as school buildings, courses of instruction, how to secure trained teachers, how to finance public education, and so forth.<sup>41</sup>

Teachers, supervisors and professors look forward to state conventions and professional conferences where they expect to receive concrete suggestions relative to field service.<sup>42</sup>

The conventions are so planned as to provide a meeting or series of meetings for each phase of public education. For example, elementary school teachers may attend meetings placing emphasis on reading, arithmetic, or any other phase of teaching in which problems may present themselves. In many situations, consultive services are available.<sup>43</sup>

The most desirable trait of state teachers conventions is that they are teacher planned and teacher conducted. In this way, the real needs of teachers are met.

Most state teachers' associations publish a periodic professional journal. The Kansas State Teachers Association publishes the Kansas Teacher each month which is sent to all

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41 Dougherty, op. cit., p. 286.

42 Melchior, op. cit., p. 382.

43 Loc. cit.

members. To keep teachers posted on the latest developments in education and to provide a medium for the exchange of ideas, is the purpose of the magazine.

If teachers so desire and can afford it, they may attend the annual conference of the National Education Association. The purposes of the National Education Association are essentially the same as those of state associations, only on a broader scale.<sup>44</sup>

The National Teachers' Association, which was organized in 1857, was the forerunner of the present-day National Education Association. In 1886, the name was changed.<sup>45</sup> The association now boasts a membership of 520,422 teachers, administrators, and college teachers.<sup>46</sup> There are twenty-five departmental organizations within the association with the Department of Classroom Teachers having the largest membership.<sup>47</sup>

#### OBSERVATIONAL TECHNIQUES

Observational techniques are those activities in which the teacher takes a more passive part. However, much practical knowledge can be gained by watching others at work. Comparing teaching techniques, use

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44 Dougherty, op. cit., p. 285.

45 Loc. cit.

46 NEA Journal, 42:589, December, 1953.

47 Dougherty, loc. cit.

of material, and pupil response is valuable as an in-service aid to the betterment of instruction. Considerable observation takes place incidentally but the process is more effective if pre-planned.

Inter Visitation and Demonstration Teaching. One often used practice is inter visitation in which the supervisor suggests that a teacher visit the classroom of another teacher. Briggs and Justmann<sup>48</sup> state that teachers can learn as much from other teachers as they can from the supervisor, and sometimes more. Usually, the practice of inter visitation is somewhat restricted to the visiting of younger teachers to a more experienced teachers' room, although the reverse could be equally valuable.

Pre-planning is essential if maximum benefit is to be expected. A program may be established whereby every teacher is given time to visit other classrooms or it may be restricted only to those teachers who, in the supervisors estimation, need to observe different or better teaching practices. Teachers should have the opportunity to request inter visitation if they feel they could benefit by visiting a fellow teacher's classroom. Before any visit is made, the

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48 T. H. Briggs, and Joseph Justman, Improving Instruction Through Supervision, New York: The Macmillan Company, 1952, pp. 314-5.

supervisor, the visiting teacher, and the demonstrating teacher should have a conference to establish the purpose of the visit. Equally important is a follow-up conference, involving the same persons, in order that the observation may be evaluated and summarized. Most teachers are willing to participate in such a program.

In more formal instances, the supervisor may wish to demonstrate new teaching materials, or the utilization of various teaching aids by personally conducting a model class. The supervisor and teachers must realize that the model class is a highly artificial situation and draw any conclusions with this fact in mind.

An alternate method of demonstrating special techniques is by utilizing audio-visual aids.

Audio-visual Aids. The use of audio-visual materials can serve a two-fold purpose. New or improved teaching techniques can be demonstrated and the use of the audio-visual equipment in the classroom can be stressed.

Among the most widely used aids are educational exhibits, sound motion pictures and museum materials.<sup>49</sup>

Educational exhibits are a regular feature at most state and national gatherings.<sup>50</sup> Usually shown are various materials

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49 Barr, op. cit., p. 733.

50 Ibid., pp. 733-4.

useful in aiding instruction, such as textbooks, supplies, and equipment.

In some schools, examples of student work are used as a means of visual instruction.<sup>51</sup> Not only are drawings and construction work used, but also compositions, the outcomes of projects, and lists of games and devices.

Some schools also maintain museums of educational materials<sup>52</sup> for use by both the faculty and the students. Some of the materials which may be used in such museums are those related to art, natural history, geography, and the sciences.

Sound motion picture films may be used to good advantage in futhering in-service growth of teachers.<sup>53</sup> Excellent films pertaining to in-service education may be selected from the Educational Film Guide or other film guides and catalogs.<sup>54</sup>

Any observational technique must be employed with care due to its passive nature; however, they should not be avoided.

#### VERBAL TECHNIQUES

Verbal techniques are considered somewhat better than observational techniques in that the

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51 Ibid., p. 734.

52 Loc. cit.

53 Ibid., p. 733.

54 See appendix for a selected list of in-service education films.



teacher must take an active part in the various activities. The main disadvantage is that the supervisor may tend to become authoritative, overriding the personalities of the teachers under his supervision.

One of the most widely used techniques is the individual conference.

The Individual Conference. Two types of individual conferences are commonly used: the formal conference and the casual meeting.<sup>55</sup>

Although the casual conference cannot be pre-planned, the alert supervisor may obtain much valuable information concerning teachers' needs and attitudes. Such conferences may take place in the cafeteria, in the school hall, or on a downtown street. Lack of a formal atmosphere allows the teachers to speak more freely about more diversified topics. On the other hand, the formal conference is pre-planned with the discussion centering about a specific topic or problem. The conference may be one of two types: supervisor initiated or teacher initiated.<sup>56</sup>

In the supervisor planned conference the teacher may enter the interview free of any abnormal emotional set. In the teacher initiated conference, the supervisor should try

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55 Bartky , op. cit., p. 145.

56 Bartky, op. cit., p. 168.

to estimate her emotional condition before attempting to solve the problem. Often, it is only conjective as to why the teacher requested an interview.<sup>57</sup>

Two major techniques are employed in the conference:<sup>58</sup>

1. The directive approach.
2. The non-directive approach.

In the directive approach, the supervisor assumes active cooperation when the teacher presents a problem and expects a solution. In the non-directive approach, the problem is turned back to the teacher for her solution. The supervisor attempts to function as a catalytic agent, facilitating the solving of the problem but not actually helping in an active way.

If the supervisor is attempting, directly, to help solve a problem, he should ask himself these questions as he proceeds:<sup>59</sup>

1. What is the problem I am trying to solve?
2. What objectives do I hope to attain?
3. Has my contact with this teacher made her feel that she is significant?
4. Has my contact with this teacher made her feel secure?

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57 Loc. cit.

58 Ibid., pp. 150-60.

59 Ibid., p. 169.

5. Have I so acted that the teacher will have enough confidence in me to follow my leadership on other occasions?

One of the best methods of helping teachers solve their own problems is directed reading.<sup>60</sup> Many problems common to the teaching profession are discussed in the professional teaching journals. The supervisor, however, must read extensively if he hopes to direct teachers to good articles or the directed reading technique becomes of little value. Some time should be set aside by the supervisor for professional reading each day.

Another technique which is proving valuable when attempting to help teachers solve problems is the personalized services offered by many colleges and universities. Usually, the service is in the form of a lecture or series of lectures to a group of teachers, but personal work with teachers in the classroom is available in some cases.<sup>61</sup>

Classroom Visitation. Supervisory duties vary in nature from working with large groups to helping individual teachers. In such group situations as faculty meetings, he functions primarily as an organizer and coordinator. When working with individual teachers, good organization is also

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60 Barr, op. cit., p. 729.

61 Melchior, op. cit., p. 383.

necessary but, in addition, the supervisor must act as counselor, coordinator, advisor, and inspector.

Whether teachers like supervisory visits or not, they are necessary to adequate supervision.<sup>62</sup> Only a superficial picture of the classroom situation is gained during casual meetings with teachers or when the supervisor enters the classroom only on invitation. Classroom visitation is not resented by teachers if it produces professional help. Even so, some teachers do not endorse the practice.<sup>63</sup>

The primary reason that teachers do not approve of supervisory visits is because they are often employed for inspection purposes.<sup>64</sup> Obviously, possibilities for the improvement of instruction are very poor in this situation since there can be no problem sharing between the teacher and the supervisor.<sup>65</sup> If most visits are for the purpose of helping the teacher professionally, they not only approve of the visits but are eager to increase the number of such visits. This is especially true of teachers having less than five years of experience.<sup>66</sup>

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62 Bartky, op. cit., p. 146.

63 Briggs, op. cit., p. 314.

64 Ibid., p. 316.

65 Loc. cit.

66 Ibid., pp. 316-7.

Another obstacle to classroom observation is lack of time.<sup>67</sup> The supervisor has a number of teachers under his supervision, all of whom require equal consideration if the in-service program is to be effective.

At the beginning of the year, the supervisor should plan visits to all teachers, not just the weak or new teachers. Preferably, each teacher is asked, within reason, which days they would prefer visits. The schedule of visitation should be so arranged that teachers may call upon the supervisor for a special visit if they have a problem or something in particular to show the supervisor.<sup>68</sup>

Classroom observation, in any instance, must have a purpose. Some of the purposes are:<sup>69</sup>

1. To learn the educational practices of each teacher and to evaluate them by reference not only to basic principles but also the practices of other teachers.
2. To discover the especially good and promising characteristics of each teacher.
3. To discover the needs of teachers.
4. To stimulate teachers to do their part.
5. To obtain information for use in planning and guiding the supervisory program.

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67 Ibid., pp. 323-5.

68 Ibid., pp. 325-7.

69 Ibid., pp. 317-23.

6. To discover the extent to which teachers are endeavoring to apply supervisory suggestions previously made.
7. To get materials that will determine what the supervisory program should be.
8. To develop confidence in the supervisory program because the teachers realize that the principle knows what he is doing.
9. To aid in integrating and unifying the school.
10. To learn what administrative changes will facilitate good teaching.
11. To build up the supervisor's capital by the accumulation of a rich store of knowledge.

Bulletins. Another in-service aid which teachers, especially new teachers, find very valuable is the bulletin. A variety of printed guides, bulletins, and aids are available.<sup>70</sup> They may be printed and distributed by privately owned commercial agencies, semi-public professional groups, educational foundations, and local, state, and government agencies. While these printed materials are of value to teachers, the annual and other periodic bulletins issued by the school's administrative staff are immediately more valuable and appropriate.<sup>71</sup> The time spent preparing bulletins is well spent. The persons planning and issuing periodic bulletins should follow certain

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<sup>70</sup> Barr, op. cit., p. 727.

<sup>71</sup> Ibid., p. 728.



principles, such as these:<sup>72</sup>

1. Educational bulletins should be sharply distinguished from notices, from summaries of regulations, from routine announcements, from news notes, and so forth.
2. A supervisory bulletin should be based upon and directed toward the solution of a definite need or problem which has been discovered by any of the usual means.
3. A bulletin should, preferably, deal with but one problem, issue or item.
4. Educational bulletins have their own unique values and functions and should be used only when bulletins serve better than any other means.
5. Bulletins may be issued by individuals but should most frequently result from cooperative group study, discussion, and summary.
6. Bulletins should be dynamic, provocative of thought and action. (They should not be ordinarily mere summaries, reports of action taken, minutes of meetings, and so forth. Questions should be asked, actions suggested, reactions and comments invited, follow-up activities suggested, study guides and references included.)
7. Vocabulary, style, and tone should be lively and interesting, neither over-enthusiastic nor pessimistic, neither pollyannish nor nagging in tone. The writing of interesting, provocative bulletins is a specialized skill.
8. Bulletins should provide for individual and group actions in writing, or in group discussion, or in both.
9. Bulletins should provide for continuity on given problems through direct reference to the problem, to previous results, plus suggestions

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72 Ibid., pp. 728-9.

for future study, discussion, and activity. Devices and form for measuring, evaluating, and recording progress may be included when appropriate.

- Mechanical Details:

1. The format should be attractive. The title page may well have a drawing, a cartoon, or other decorative device. A provocative title is a distinct asset.
2. The general organization should be clear-cut and definite, not buried in long paragraphs nor in rambling, non-sequential discourse.
  - a. The problem, issue, or purpose should be stated clearly and briefly at the very beginning.
  - b. Explanation and background when necessary should be brief and follow immediately the stating of the problem.
  - c. The sequence should "march", that is should go along with reasonable rapidity and brevity. Specific illustrative material, however, should be used to supplement verbal description.
  - d. The conclusions or summaries should be concrete and definite, often in numbered outline form.
3. The relation of a given bulletin to a series should be made quite clear.
4. Credit for all quotations and for contributions from local teachers or other staff members, should be given without fail in footnote references.
5. Printing is ordinarily superior to stencil-reproductions.

The annual bulletin should be set up systematically with the definite purpose of helping the teachers.

## SUMMARY

Only experience in the use of the various in-service education techniques will indicate which are the most successful in a particular situation. The authorities on supervision favor doing techniques.

Observational techniques may be used to good advantage in any situation since much learning takes place by watching how other teachers function.

Verbal means of in-service education are more direct in their results since the teachers and supervisor may attack the problems of teaching and learning as isolated factors in many cases.

Pre-planning is necessary to the development of maximum effectiveness of the in-service education program. Such planning requires a person who is well trained, mature, a good organizer, an excellent administrator, and a superior leader in general. However, even these qualities of a good supervisor are of no avail if the cooperation of the teachers is not first established.

## CHAPTER III

### THE SURVEY

On April 5, 1954, opinionnaires were sent to 300 teachers teaching in Western Kansas elementary schools. Of these teachers, 120 returned a completed opinionnaire. This study was based, to a large extent, on the data obtained from the opinionnaire. The opinionnaire was designed to secure teacher opinions in these areas:

1. Group conferences including:
  - a. Meetings of all teachers in a given building.
  - b. Meetings of all teachers teaching a certain grade.
  - c. Meetings of all teachers in the school system.
  - d. Pre-school faculty meetings.
2. Individual conferences with the principal.
3. Intervisitation.
4. Classroom visits by the principal.
5. Demonstration teaching.
6. Audio-visual aids.
7. Summer school.
8. Extension courses.
9. Travel and travel seminars.
10. Short excursions during the school year.

11. Correspondence course work.
12. Professional conventions.
13. Workshops.
14. Directed professional reading.

#### Data Pertaining to Teachers

Experience. Table I indicates the number of years of teaching experience of the teachers included in the investigation.

No attempt was made to select veteran teachers, however, a majority of the completed opinionnaires were returned by teachers having over ten years experience.

TABLE I. NUMBER OF YEARS OF TEACHING EXPERIENCE OF TEACHERS RESPONDING TO THE OPINIONNAIRE.

Years experience	Number of Teachers	Per cent
1-5	31	26
6-10	15	12
over 10	74	62
Total	120	100

Perhaps the fact that teachers having longer service are more professional in their attitudes and thus are more willing to cooperate in research projects concerned with the establishment of better teaching conditions and professional relationships explains why more experienced teachers responded more readily to the survey.

Table II shows the number of years that the teachers

polled have been teaching in their present position.

TABLE II. NUMBER OF YEARS EXPERIENCE IN PRESENT TEACHING POSITION, OF THE RESPONDENT TEACHERS.

Years in present position	Number of Teachers	Per cent
1-2	55	46
3-5	21	17
6-10	27	22
over 10	17	14
Total	120	100

Since 46 per cent of the teachers have only been in their present position from one to two years and only 14 per cent over ten years, it appears that elementary teachers do not enjoy the length of tensure that is often found in other forms of employment. Considering that in-service programs to be of maximum value to both the teachers and the school system should function over a considerable period of time, it is rather detrimental if new faculty members must be constantly integrated into the program. (Teachers, in staff meetings and other group activities, often develop problems worthy of continuous study over a period of several years.)

College Credit Hours. Some effect on in-service education activities should be reflected in the number of credit hours the teachers have earned during their pre-service education. Table III shows the number of hours earned by the teachers participating in the study. Nine of the

answering teachers did not state the number of hours of pre-service education earned.

TABLE III. NUMBER OF COLLEGE CREDIT HOURS COMPLETED BY RESPONDING TEACHERS

Number of credit hours earned	Number of Teachers	Per cent
Less than 60	2	2
60-89	38	31
90-109	22	18
110-120	9	8
over 120	40	33
no report	9	8
Total	120	100

Again, the professional attitude of the cooperating teachers is shown by the fact that thirty-three per cent have earned over 120 hours of college credit. In view of the fact that only sixty hours are required for the initial teaching certificate in the elementary schools of Kansas, many have added college hours during summer sessions and by other means to an extent that far exceeds certification requirements. In many instances, this cumulation of college hours has resulted in a degree since forty-one of the responding teachers reported that they hold a Bachelor of Science or a Bachelor of Arts degree. One teacher indicated the possession of a Master of Arts degree.

Although an attempt was made to restrict the survey to teachers teaching in grades one to six inclusively, four kindergarten teachers received opinionnaires, one music



teacher, and one seventh grade teacher. Since their contributions were excellent and the material thus obtained was pertinent to the investigation, the data were included in the compilations. As indicated by Table IV, several combinations of grades were taught from a single grade to two or three grades. The enrollment of the school and the number of teachers in the school may have had a large influence on the grade combinations taught by the various teachers. In larger schools, teachers usually teach only one grade while in smaller schools, they sometimes teach several grades.

TABLE IV. NUMBER OF TEACHERS TEACHING EACH GRADE AS INDICATED ON THE OPINIONNAIRES.

Grade or grades taught	Number of Teachers	Per cent
K	4	3
1	18	16
2	12	10
3	6	5
4	17	14
5	20	15
6	10	9
7	1	1
1&2	11	10
2&3	1	1
3&4	6	5
5&6	8	6
1,2&3	2	2
4,5&6	1	1
music	1	1
Total	120	100

### Data Concerning In-Service Education

Building Faculty Meetings. Although comments were asked of the teachers concerning respective evaluations, the response in this respect was generally poor. In cases where the teachers did comment, the information related, in most instances, to the actual operation of the technique rather than the reason for the evaluation. Some teachers, however, answered as requested giving valuable information which was included in the course of the discussion of the various techniques. Table V provides data concerning teacher opinion relating to meetings of the teachers in one building of a school system.

TABLE V. TEACHER RATINGS OF BUILDING FACULTY MEETINGS AS AN IN-SERVICE EDUCATION DEVICE.

Rating	Number	Per cent
1--very effective	27	23
2--considerable value	37	31
3--some value	40	33
4--no value	0	0
5--not used	12	10
no report	4	3
Total	120	100

This technique of in-service education was one of the most widely used of those included in the study with 10 per cent of the teachers stating building faculty meetings were not used in their schools. Although a considerable

number of teachers believed building meetings to be of much value, 33 per cent considered the technique of questionable value. This may have been due to the method of administration rather than the meetings themselves. According to the authorities in the field of supervision, the practice should be of considerable value if conducted properly.

Planning of Faculty Meetings. Teachers should take the initiative in conducting meetings or they may result in mere announcement periods or a discussion of only those problems which the administrator considers of greatest importance. Perhaps the fact that principals consider faculty meetings a personal responsibility has caused much discontent with this type of group work. Sixty-four per cent of those responding indicated that the principal elected the planning of building faculty meetings as his sole responsibility.

TABLE VI. PLANNING OF FACULTY MEETINGS.

Meetings planned by:	Number of Teachers	Per cent
a. principal	77	64
b. teachers	1	1
c. teachers and principal	11	10
d. committees	7	6
e. committees and principal	17	14
f. unplanned	5	4
g. no meetings	1	1
Total	120	100

In only seven instances were committees given a part in planning the meetings and in seventeen cases they were planned by the principal and committees. It is suggested by authorities that a large portion of the planning of all faculty meetings be a teacher function.

Grade Level Meetings. Evaluations of meetings involving teachers teaching a certain grade within a given school system are presented in Table VII.

TABLE VII. RATINGS OF MEETINGS OF ALL TEACHERS TEACHING A CERTAIN GRADE IN A SCHOOL SYSTEM.

Rating	Number of Teachers	Per cent
1--very effective	16	13
2--considerable value	18	15
3--some value	13	11
4--no value	1	1
5--not used	72	60
Total	120	100

That most elementary schools in Kansas are located in small communities in which only one teacher is needed to teach all the children in a given grade may be the reason for 60 per cent of the respondents not having used this form of group meeting. In those schools which have used the technique, the teachers generally regarded it of value.

Meetings of All Teachers in the School System. Group meetings involving all grade teachers in a school system are rated in table VIII.

TABLE VIII. RATINGS OF MEETINGS OF ALL GRADE TEACHERS IN THE SCHOOL SYSTEM AS AN IN-SERVICE EDUCATION TECHNIQUE.

Rating	Number of Teachers	Per cent
1--very effective	19	16
2--considerable value	28	23
3--some value	21	17
4--no value	1	1
5--not used	51	43
Total	120	100

This classification overlaps to a considerable extent with "meetings of all teacher in the building" since most of the communities in Kansas have only one elementary school in the school system. The ratings indicated that teachers, in cases where this type of meeting was used, rated it of lesser value than some of the other techniques.

Pre-School Faculty Meetings. Pre-school faculty meetings are considered by authorities to be a desirable method of orienting new teachers to the school and helping returning teachers to begin the new school year. This type meeting has been used widely in Western Kansas with only 20 per cent of the teachers answering that their schools did not conduct a pre-school meeting. Table IX shows that 38 per cent of the teachers believed the pre-school faculty meeting of considerable value.

TABLE IX. TEACHERS RATINGS OF PRE-SCHOOL FACULTY MEETINGS AS A MEANS OF IN-SERVICE EDUCATION.

Rating	Number of Teachers	Per cent
1--very effective	46	38
2--considerable value	31	27
3--some value	16	13
4--no value	3	2
5--not used	24	20
Total	120	100

Comments concerning the pre-school meetings indicated that teachers believed them to be of most value to teachers who were new to the system. Returning teachers stated that such meetings helped them to "get back into the swing of teaching" after the summer recess.

Individual Conferences. Individual conferences with the principal, as shown by Table X, comprised a considerable part of the in-service education programs of all respondents

TABLE X. TEACHERS RATINGS OF INDIVIDUAL CONFERENCES WITH THE PRINCIPAL AS TECHNIQUE OF IN-SERVICE EDUCATION.

Rating	Number of Teachers	Per cent
1--very effective	36	30
2--considerable value	31	26
3--some value	15	13
4--no value	4	3
5--not used	28	23
no report	6	5
Total	120	100

with 95 per cent of the teachers indicating that such conferences were used in their schools. Comments on the completed opinionnaires point out that most of the principals who did not hold individual conferences with the teachers were teaching full time; thus supervisory duties in this respect were at a minimum. The small size of many of the elementary schools may be the reason for such overlapping of duties since such schools usually do not wish to hire an administrator for full time administrative duties. If much supervision was practiced, it would require the employment of an additional teacher to take over the teaching duties now executed by the principal.

Perhaps the time will arrive in the future when each school is large enough to warrant full time administrative and supervisory personnel as is found in larger school systems at the present time.

Intervisitation. Intervisitation of all types was one of the least developed phases of in-service education in Western Kansas. Since a substitute teacher is required nearly every time a teacher visits another teacher's classroom, this was not unusual. Most teachers seemed to realize the value of intervisitation as evidenced by comments on the opinionnaires. A considerable number of the teachers stated that, although intervisitation was not used in their schools, such a practice should have been included.



Table XI indicates the evaluations given by the teachers in regard to intervisitation. Seventy-five per cent

TABLE XI . TEACHER RATINGS OF INTERVISITATION WITHIN THE SCHOOL AT THE SAME GRADE LEVEL, WITHIN THE SCHOOL AT A DIFFERENT GRADE LEVEL, AND OUTSIDE THE SCHOOL SYSTEM AS A MEDIA OF IN-SERVICE EDUCATION.

Rating	Number of Teachers	Per cent
Within at the Same Grade Level		
1--very effective	4	3
2--considerable value	10	9
3--some value	9	8
4--no value	4	3
5--not used	90	75
no report	3	2
Total	120	100

Within at a Different Grade Level

1--very effective	4	3
2--considerable value	6	5
3--some value	8	6
4--no value	1	1
5--not used	95	80
no report	6	5
Total	120	100

Outside the School System

1--very effective	12	10
2--considerable value	6	5
3--some value	7	6
4--no value	1	1
5--not used	88	73
no report	6	5
Total	120	100

of the respondents stated that no intervisitation at the same grade level was done in their school. Eighty per cent replied that no intervisitation was done within their school at a different grade level. Only 22 per cent of the answering teachers stated that they visited schools outside their school system.

Authorities regard intervisitation highly, believing it to be one of the most effective of the observational techniques.

Classroom Visitation. Table XII provides information to the effect that teachers believed that principals visited

TABLE XII. TEACHER RETURNS OF CLASSROOM VISITS BY THE PRINCIPAL TO HELP TEACHERS PROFESSIONALLY AND FOR RATING PURPOSES.

Visits to help teachers professionally		
Rating	Number of Teachers	Per cent
1--very effective	17	14
2--considerable value	16	13
3--some value	17	14
4--no value	11	10
5--not used	53	44
no report	6	5
Total	120	100

Visits for rating purposes

1--very effective	12	10
2--considerable value	12	10
3--some value	11	10
4--no value	8	7
5--not used	69	55
no report	8	7
Total	120	100

more often to help teachers professionally than for rating purposes. Forty-four per cent indicated that their principal did not visit to help them professionally and 55 per cent stated that the principal did not visit for rating purposes.

Post-Visit Conferences. Authorities in the field of supervision believe that no visit should be made to the classroom of any teacher without a follow-up conference including the teacher and the principal. Table XIII gives the responses of teachers which indicates that the follow-up conference was held in 11 per cent of the cases. Thirty-five per cent of the teachers stated that visits were never followed by an interview.

TABLE XIII. TEACHER RATINGS OF POST-VISIT CONFERENCES INCLUDING THE TEACHER AND THE PRINCIPAL.

	Number of Teachers	Per cent
a. always	13	11
b. usually	14	12
c. sometimes	22	18
d. never	42	35
e. no report	29	24
Total	120	100

The teachers, in many cases, commented that they would have welcomed such a conference since usually a visit was made by the principal without any apparent reason for the visit. Furthermore, authorities maintain that most of the

value of the visit is lost if the principal and the teacher do not discuss certain points concerning the teaching-learning situation that the principal may have noted during his visit. Teachers almost universally welcome constructive criticism if presented in a professional manner.

Demonstration Teaching. Demonstration teaching was not considered of much value by authorities due to the artificial nature of the process. Table XIV indicates that the practice of conducting demonstration classes was not used in a majority of the elementary schools in Western Kansas. However, in schools where this form of in-service education was used, the teachers considered it of definite value.

TABLE XIV. TEACHER RATINGS OF DEMONSTRATION TEACHINGS AS A HELP IN IN-SERVICE GROWTH.

Rating	Number of Teachers	Per cent
1--very effective	10	8
2--considerable value	12	10
3--some value	4	3
4--no value	3	2
5--not used	91	76
Total	120	100

Audio-Visual Aids. The question on the opinionnaire concerning audio-visual aids to help teachers professionally was generally misinterpreted by the cooperating teachers. Comments given by these teachers indicated that they considered

the question as a referral to films and filmstrips used as a supplement to the actual teaching process. Those teachers who correctly interpreted the question rated audio-visual aids of definite value. Most films mentioned were seen at such meetings as county institutes and Kansas State Teacher Association Conventions. It appears that little use was made of audio-visual aids as a part of the schools' in-service education programs since 40 per cent of the teachers replied that audio-visual aids were not used in their schools. Tabulations, regardless of the interpretation, are presented in Table XV.

TABLE XV. TEACHER RATINGS GIVEN AUDIO-VISUAL AIDS AS AN IN-SERVICE EDUCATION TECHNIQUE.

Rating	Number of Teachers	Per cent
1--very effective	27	22
2--considerable value	20	18
3--some value	18	16
4--no value	0	0
5--not used	48	40
no report	5	4
Total	120	100

Summer School. Summer school, as a method of furthering in-service education experience, was another widely used practice. Although many teachers did not evaluate summer school on the opinionnaire as shown by the 61 per cent who gave no report, comments indicated that many had attended

summer school recently. In general, summer school received high ratings which is in agreement with ratings given by authorities. Further evidence that summer school was widely used as an in-service education device is shown by Table XVII. In 19 per cent of the cases summer school was required by the schools' administration and in 59 per cent of the cases it

TABLE XVI. TEACHER RATINGS GIVEN SUMMER SCHOOL AT COLLEGES AND UNIVERSITIES AS A MEANS OF BROADENING IN-SERVICE EDUCATION EXPERIENCE.

Rating	Number	Per cent
1--very effective	13	11
2--considerable value	20	17
3--some value	13	11
4--no value	0	0
5--not used	0	0
no report	74	61
Total	120	100

TABLE XVII. TEACHER RESPONSES RELATIVE TO ADMINISTRATIVE POLICIES CONCERNING SUMMER SCHOOL ATTENDANCE.

	Number of Teachers	Per cent
Required:		
yes	23	19
no	73	61
no report	24	20
Total	120	100
Encouraged:		
yes	71	59
no	23	19
no report	26	22
Total	120	100



was encouraged.

In many instances the teachers stated that summer school attendance was encouraged by salary increments or, in school systems where salary schedules were used, by being raised a step higher on the schedule.

Extension Courses: Although extension courses have been used by 57 per cent of the elementary teachers, many stated that the credit earned by such means could not compare to attendance at regular summer classes. Teachers in more remote communities replied that they would have made wider use of extension courses if they had been available. Table XVIII gives teacher ratings of extension courses.

TABLE XVIII. TEACHER RATINGS GIVEN EXTENSION COURSES AS AN IN-SERVICE EDUCATION TECHNIQUES.

Rating	Number of Teachers	Per cent
1--very effective	14	12
2--considerable value	26	22
3--some value	24	20
4--no value	4	3
5--not used	33	27
no report	19	16
Total	120	100

Correspondence Courses. Another commonly used method of obtaining college credit hours toward certificate renewal is and for salary increases was correspondence courses. The main objection to correspondence courses was the excessive



amount of time and work necessary to complete a course. Again, the general opinion was that summer school provided a much better means for obtaining necessary credit hours. As evidenced in Table XIX, teachers generally believed correspondence course work of lesser value as an in-service education technique than other media.

TABLE XIX. TEACHER RATINGS GIVEN CORRESPONDENCE COURSE WORK AS A TECHNIQUE OF IN-SERVICE EDUCATION.

Rating	Number	Per cent
1--very effective	13	11
2--considerable value	16	13
3--some value	37	31
4--no value	5	4
5--not used	30	25
no report	19	16
Total	120	100

Travel. Authorities generally rate travel as an excellent means of broadening a teacher's experience. Although not extensively used, travel was rated highly by teachers as was shown by their responses. Forty-nine teachers reported that they had not traveled during their teaching experience but of the 23 per cent who had traveled, 14 per cent rated such experience of considerable value. Some of the answering teachers commented that travel as a means of in-service education was of considerable expense to the individual teacher. Since boards of education have not usually recognized travel as of benefit to the school, salary

increments were not usually given for such experiences.

TABLE XX. TEACHER RATINGS ON TRAVEL AS A MEANS OF IN-SERVICE EDUCATION.

Rating	Number of Teachers	Per cent
1--very effective	18	15
2--considerable value	17	14
3--some value	9	8
4--no value	2	1
5--not used	59	49
no report	15	13
Total	120	100

Short Excursions. Many of the teachers commented that they believed short excursions of some value as an in-service education device. In many cases where the technique has not been used, either the principal would not allow such travel or points of interest were too distant to make such trips practical. Table XXI provides evidence to the effect that the technique was not often used and, when used, was not as effective as other devices used for in-service education purposes.

Most teachers in Kansas are familiar with professional conventions of one type or another. Almost all of the elementary teachers in Kansas attend a county institute a few days before school commences in the fall. Only teachers teaching in first and second class cities are exempt from this requirement. Originally, the purpose of the institute

TABLE XXI. TEACHER RATINGS ON SHORT EXCURSIONS AS A  
MEANS OF IN-SERVICE EDUCATION.

Rating	Number of Teachers	Per cent
1--very effective	15	13
2--considerable value	14	12
3--some value	22	18
4--no value	0	0
5--not used	57	47
no report	12	10
Total	120	100

was to provide training in methods and materials. Now that certificate requirements have been increased, resulting in better trained teachers, problems of a more general nature are usually included in the program.

The Institute. Table XXII provides information concerning teacher evaluation of the institute as it now exists. Twenty-five per cent of the answering teachers rated the institute of considerable value and 34 per cent rated it of little value.

TABLE XXII. TEACHER RATINGS OF INSTITUTES AS AN  
IN-SERVICE TECHNIQUE.

Rating	Number of Teachers	Per cent
1--very effective	30	25
2--considerable value	31	26
3--some value	41	34
4--no value	5	4
5--not used	9	8
no report	4	3
Total	120	100

Authorities state that the institute as a means of in-service education has not been used since 1900. Probably the lack of effectiveness has caused the discontinuance of this type of convention. However, when required by law, as is the case in Kansas, much could be done to make them more worthwhile by including meaningful topics and problems for discussion.

Kansas State Teachers Association Conventions. The most commonly used of the professional conventions by Western Kansas elementary teachers was the Kansas State Teachers Association Convention held annually in November. Only 4 per cent of the responding teachers had not attended a convention held by this association.

Since 44 per cent of the teachers rated the meetings of secondary value, it appeared as if the Conventions conducted by the Kansas State Teachers Association have not met the teachers' needs as an in-service technique. No definite comments were made to account for the lower rating; thus, the specific reason for the evaluation could not be determined.

Other professional conferences mentioned were curriculum conferences by 6 per cent of the teachers, Zone Schools by 5 per cent of the teachers, and Delegate Assemblies of the Kansas State Teachers Association by 2 per cent of the teachers. Evaluations given these conferences and assemblies were generally favorable.

TABLE XXIII. TEACHER RATINGS OF THE KANSAS STATE TEACHERS ASSOCIATION CONVENTIONS AS AN IN-SERVICE TECHNIQUE.

Rating	Number of Teachers	Per cent
1--very effective	28	23
2--considerable value	52	44
3--some value	29	24
4--no value	1	1
5--not used	5	4
no report	5	4
Total	120	100

The National Education Association. The National Education Association was commonly used by teachers as a help in their in-service education activities. Three per cent indicated that they did not belong and 76 per cent

TABLE XXIV. RATINGS OF THE NATIONAL EDUCATION ASSOCIATION AS AN AID TO IN-SERVICE EDUCATION OF TEACHERS.

Rating	Number of Teachers	Per cent
1--very effective	16	13
2--considerable value	37	32
3--some value	33	27
4--no value	4	3
5--not used	7	6
no report	23	19
Total	120	100

reported that they maintained active membership.

The most frequently stated comments concerning the National Education Association were that the functions of

the organization have not been made known to individual teachers. However, it was almost unanimously agreed that the N E A Journal was of considerable value to the classroom teacher. Perhaps the lack of clear-cut function was the reason for lower evaluations given the National Education Association as a help in in-service education program.

Consultative Services. Consultative services were not generally used in the schools as a help in the conduction of in-service education programs. The selected teachers were asked to evaluate consultative services rendered by colleges and by the Kansas State Teachers Association. Thirty-seven per cent of the teachers indicated the use of much services offered by colleges and 38 per cent stated that their schools had used consultative services offered by the Kansas State Teachers Association. The ratings were well distributed but in no case was either the service offered by colleges or those offered by the Kansas State Teachers Association believed of no value.

Workshops. Authorities in the field of supervision believe the workshop to be one of the most effective means of solving problems common to the teaching profession. Because of the intensified nature of workshops, teachers can concentrate on one topic and develop it to the maximum with active participation of all members of the workshop.

TABLE XXV. TEACHER RATINGS ON CONSULTATIVE SERVICES AS A MEANS OF IN-SERVICE EDUCATION.

Colleges		
Rating	Number of Teachers	Per cent
1--very effective	14	12
2--considerable value	17	14
3--some value	13	11
4--no value	0	0
5--not used	58	48
no report	18	15
Total	120	100

## Kansas State Teachers Association

1--very effective	10	8
2--considerable value	20	17
3--some value	16	13
4--no value	0	0
5--not used	52	44
no report	22	18
Total	120	100

TABLE XXVI. TEACHER RATINGS ON WORKSHOPS AS A MEANS OF IN-SERVICE EDUCATION.

Rating	Number of Teachers	Per cent
1--very effective	24	20
2--considerable value	24	20
3--some value	13	11
4--no value	0	0
5--not used	41	34
no report	18	15
Total	120	100



Responding teachers indicated that 51 per cent had participated in workshops. Table XXVI reveals that 20 per cent believed such experience to be of considerable value and 20 per cent thought the technique very effective. In no case was the practice rated of no value.

Directed Reading. Directed reading was used in 53 per cent of the cases as indicated by the response of the teachers. As is shown by Table XXVII, ratings were not generally high with 22 per cent evaluating the practice of little value.

TABLE XXVII. TEACHER EVALUATION OF DIRECTED READING AS AN IN-SERVICE TECHNIQUE.

Rating	Number of Teachers	Per cent
1--very effective	9	8
2--considerable value	23	19
3--some value	27	22
4--no value	5	4
5--not used	45	38
no report	11	9
Total	120	100

Since authorities indicate that directed reading of professional books and articles should be valuable experience for teachers, the lower rating given the practice by teachers may have been due to the method in which the reading was directed.

Ninety per cent of the teachers polled in the survey

stated that no plan had been devised in their school whereby teachers could earn salary increases or other benefits by participating in this type of in-service education. Of the 5 per cent who did earn increases in salary, statements were made that additional college hours had placed them one or more steps higher on the salary schedule in their school.

The authorities state that few teachers can be expected to participate fully in an in-service education program until credit of some sort is given for the time and effort given by the teacher. It may be that the lack of recognition by the boards of education for the benefits of a fully developed program has hampered in-service education activities in Western Kansas.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

One-hundred twenty elementary teachers in Western Kansas responded to the survey which provided the basis for the study.

Experience. Of the teachers, 26 per cent had from one to five years experience, 12 per cent had six to ten years experience, and 62 per cent had over ten years experience. Forty-six per cent had been in their present teaching position from one to two years, 17 per cent from three to five years, 22 per cent from six to ten years, and 14 per cent over ten years.

College Credit Hours. Concerning the number of credit hours of college work completed by the teachers, it was found that 2 per cent had less than sixty hours, 31 per cent had between sixty and eighty-nine hours, 18 per cent had between ninety and 109 hours, 8 per cent had between 110 and 120 hours, 33 per cent had over 120 hours, and 8 per cent of the teachers gave no report on the item in the opinionnaire.

Building Faculty Meetings. Building faculty meetings were rated very effective by 23 per cent, of considerable

value by 31 per cent, of some value by 33 per cent, and was reported not used in the school by 10 per cent of the teachers.

Planning of Faculty Meetings. Sixty-four per cent of the teachers indicated that the principal planned the faculty meetings, 17 per cent reported that the teachers planned the meetings, 10 per cent replied that the teachers and the principal planned the meetings, 6 per cent responded that faculty committees made plans for faculty meetings, 14 per cent answered that faculty committees and the principal made plans for faculty meetings, 4 per cent indicated that their meetings were unplanned, and 1 per cent stated that no meetings were held during the school year.

Grade Level Meetings. Meetings of all teachers teaching a certain grade level were rated very effective by 13 per cent, of considerable value by 15 per cent, of some value by 11 per cent, and of no value by 1 per cent of the responding teachers. Sixty per cent of the teachers stated that practice was not used in their school.

Meetings of all Teachers in the School System. Meetings of all grade teachers in the school system were rated very effective by 16 per cent, of considerable value by 23 per cent, of some value by 17 per cent, and of no value by 1 per cent of the teachers. Forty-three per cent of the teachers indicated that the technique was not used in their school.

Pre-School Faculty Meetings. Pre-school faculty meetings were evaluated as very effective by 38 per cent, of considerable value by 27 per cent, of some value by 13 per cent, and of no value by 2 per cent of the teachers. Twenty per cent of the teachers stated that the practice was not used in their school.

Individual Conferences. Individual conferences with the principal were rated very effective by 30 per cent, of considerable value by 28 per cent, of some value by 13 per cent, and of no value by 3 per cent of the cooperating teachers. Twenty-three per cent of the teachers indicated that the technique was not used in their school and 5 per cent did not report an evaluation of the practice.

Intervisitation. Intervisitation within the school at the same grade level was reported very effective by 3 per cent, of considerable value by 9 per cent, of some value by 8 per cent, of no value by 3 per cent, not used in the school by 75 per cent, and no report was received from 2 per cent of the teachers.

Intervisitation within the school at a different grade level was evaluated as very effective by 3 per cent, of considerable value by 5 per cent, of some value by 6 per cent, and of no value by 1 per cent of the reporting teachers. Eighty per cent of the teachers indicated that intervisitation

within the school at a different grade level was not utilized in their school and 5 per cent did not evaluate the item on the opinionnaire.

Intervisitation outside the school system was reported very effective by 10 per cent, of considerable value by 5 per cent, of some value by 6 per cent, of no value by 1 per cent, and not used by 73 per cent of the teachers. Five per cent of the teachers did not evaluate the item.

Classroom Visitation. Classroom visits by the principal to help teachers professionally were rated very effective by 14 per cent, of considerable value by 13 per cent, of some value by 14 per cent, and of no value by 10 per cent of the teachers. Forty-four per cent stated that the technique was not practiced in their school and 5 per cent of the teachers did not evaluate the item.

Classroom visits by the principal for teacher rating purposes was considered very effective by 10 per cent, of considerable value by 10 per cent, and of no value as an in-service education technique by 7 per cent of the teachers. Fifty-five per cent of the teachers reported that visits for rating purposes were not made in their school and 7 per cent did not rate the item on the opinionnaire.

Post-Visit Conferences. Post-visit conferences including the visited teacher and the principal were reported always held by 11 per cent, usually held by 12 per cent, sometimes

held by 18 per cent, and never held by 35 per cent of the teachers. The item was not answered by 24 per cent of the teachers.

Demonstration Teaching. Demonstration teaching was rated very effective by 8 per cent, of considerable value by 10 per cent, of some value by 3 per cent, and of no value by 2 per cent of the teachers. Seventy-six per cent of the teachers did not evaluate the practice.

Audio-Visual Aids. Audio-visual aids were considered very effective by 22 per cent, of considerable value by 18 per cent, and of some value by 16 per cent of the teachers. No evaluation was made of the technique by 40 per cent of the teachers and 4 per cent did not rate the item on the opinionnaire.

Summer School. Summer school at colleges and universities were rated very effective by 11 per cent, of considerable value by 17 per cent, and of some value by 11 per cent of the teachers. No report was received on the item from 61 per cent of the teachers. Summer school attendance was required of 19 per cent of the teachers and 59 per cent were encouraged to attend.

Extension Courses. Extension courses were rated very effective by 12 per cent, of considerable value by 22 per cent, of some value by 20 per cent, of no value by 3 per cent of the teachers. Twenty-seven per cent of the teachers indicated



that the technique was not used and 16 per cent did not evaluate the item on the opinionnaire.

Correspondence Courses. Correspondence course work was considered very effective by 11 per cent, of considerable value by 13 per cent, of some value by 31 per cent, and of no value by 4 per cent of the teachers. Twenty-five per cent of the teachers reported that they had not used correspondence courses as a means of gaining college credit hours, and 16 per cent did not rate the item.

Travel. Travel, as an in-service education activity, was rated very effective by 15 per cent, of considerable value by 14 per cent, of some value by 8 per cent, and of no value by 1 per cent of the teachers. Forty-nine per cent of the teachers replied that the technique was not used in their school and 13 per cent did not rate the item.

Short Excursions. Short excursions during the school year were reported very effective by 13 per cent, of considerable value by 12 per cent, of some value by 18 per cent, not used in the school by 47 per cent and 10 per cent of the teachers did not evaluate the practice.

Institutes. Institutes were evaluated as very effective by 25 per cent, of considerable value by 26 per cent, of some value by 34 per cent, and of no value by 4 per cent of the teachers. Eight per cent of the teachers replied that they have not attended institutes and 3 per cent did not rate

the item on the opinionnaire.

Kansas State Teachers Association Conventions. Ratings of Kansas State Teachers Association Conventions were very effective by 23 per cent, of considerable value by 44 per cent, of some value by 24 per cent, and of no value by 1 per cent of the responding teachers. Four per cent of the teachers had not attended a convention and 4 per cent did not evaluate Kansas State Teachers Association Conventions.

The National Education Association. The National Education Association, as an in-service education help, was rated very effective by 13 per cent, of considerable value by 32 per cent, of some value by 27 per cent, and of no value by 3 per cent of the teachers. Six per cent of the teachers stated that they did not use the National Education Association as an in-service education activity and 19 per cent declined evaluating the item on the opinionnaire.

Consultative Services. Consultative services offered by colleges were reported very effective by 12 per cent, of considerable value by 14 per cent, of some value by 11 per cent, not used by 48 per cent, and no report was given on 15 per cent of the opinionnaires by the teachers.

Consultative services available through the Kansas State Teachers Association were rated very effective by 8 per cent, of considerable value by 17 per cent, and of some value by 13 per cent of the teachers. Forty-four per cent

of the teachers replied that the service was not used in their school and 18 per cent did not rate the item on the opinionnaire.

Workshops. Workshops, as a means of in-service education and as a method of obtaining college credit hours, were reported very effective by 20 per cent, of considerable value by 20 per cent, of some value by 11 per cent, not used by 34 per cent, and no evaluation was given by the teachers.

Directed Reading. Directed reading of articles and books suggested by the principal was considered very effective by 8 per cent, of considerable value by 19 per cent, of some value by 22 per cent, and of no value as an in-service education technique by 4 per cent of the teachers. Thirty-eight per cent of the teachers reported that directed reading was not used in their schools and 9 per cent made no rating of the item on the opinionnaire.

### Conclusions

These conclusions may be drawn from data obtained through the investigation:

1. Most elementary schools in Western Kansas do not have well developed programs of in-service education.
2. In general, the ratings given each technique correspond with the opinions held by authorities.

3. Most of the planning for group functions of an in-service education nature is done by the respective principals.
4. The National Education Association appears to be of greatest benefit to the classroom teacher through the N E A Journal.
5. The most common in-service education methods employed by individual teachers are college summer school, extension work, and correspondence courses.
6. The most commonly employed group techniques are faculty meetings, the Kansas State Teachers Association Conventions, and County Institutes.

#### Recommendations

As a result of this study, the writer feels justified in making these recommendations:

1. A state-wide agency such as the Kansas State Teachers Association or the Kansas State Department of Education should devise a guide for

- use by administrators and teachers in planning, initiating, and conducting well balanced plans for in-service education activities.
2. Colleges and universities should educate prospective administrators in proper utilization of various in-service education techniques.
  3. The Kansas State Teachers Association and the National Education Association should endeavor to publicize services offered schools and teachers to the extent that every individual concerned with education may be cognizant of and use these services.
  4. Principals of elementary schools should allow more teacher planning of faculty meetings.
  5. Provisions should be made for intervisitation of teachers both within the school and outside the school system.
  6. Principals should make a special effort to visit the classrooms of their teachers as often as possible always following-up by conferring with the teacher visited.
  7. Audio-visual aids should be used more frequently in group activities of an in-service education nature.
  8. Travel should be utilized to a greater extent by teachers.

9. Teachers should make wider usage of short excursions during the school year thus utilizing community resources both as an in-service education technique and as a part of the teaching process.
10. Those techniques which should be emphasized in the in-service education program are pre-school faculty meetings, individual conferences with the principal, demonstration teaching, travel, and workshops.<sup>73</sup>
11. Those techniques which should be minimized are intervisitation within the school system at the same grade level, intervisitation within the school system at a different grade level, classroom visits by the principal, short excursions, and institutes.<sup>74</sup>

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73 See appendix p. 83.

74 See appendix p. 83.

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In-Service Education of Rural Elementary Teachers in  
Western Illinois," Unpublished Doctor's Dissertation,  
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#### E. ADDRESS

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1. The first of these is the fact that the data are not normally distributed. This is evident from the fact that the distribution is skewed to the right, with a long tail extending to the right. This is a common feature of many types of data, particularly those involving counts or measurements that are bounded at zero.

Year	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100																																																		
Population	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300	305	310	315	320	325	330	335	340	345	350	355	360	365	370	375	380	385	390	395	400	405	410	415	420	425	430	435	440	445	450	455	460	465	470	475	480	485	490	495	500	505	510	515	520	525	530	535	540	545	550	555	560	565	570	575	580	585	590	595	600	605	610	615	620	625	630	635	640	645	650	655	660	665	670	675	680	685	690	695	700	705	710	715	720	725	730	735	740	745	750	755	760	765	770	775	780	785	790	795	800	805	810	815	820	825	830	835	840	845	850	855	860	865	870	875	880	885	890	895	900	905	910	915	920	925	930	935	940	945	950	955	960	965	970	975	980	985	990	995	1000

## APPENDIX

TABLE XXVIII. THE TOTAL NUMBER OF TEACHERS EVALUATING EACH TECHNIQUE AND THE RELATIVE EVALUATION OF EACH TECHNIQUE.

Technique	Number of Teachers	Rank <sup>a</sup>							
		1		2		3		4	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Building faculty meetings.	104	27	26	37	35	40	39	0	0
Grade level meetings.	47	16	34	18	38	12	26	1	2
Meetings of all teachers.	68	19	28	27	40	21	31	1	1
Pre-school faculty meetings.	96	46	48	31	32	16	17	3	3
Individual conferences with principal.	86	36	42	31	36	15	17	4	5
Intervisitation:									
Within school at same grade.	27	4	15	10	37	9	33	4	15
Within school at different grade level.	19	4	21	6	31	8	42	1	6
Outside the school system.	26	12	46	6	23	7	27	1	4
Classroom visits by principal:									
To help teachers professionally.	61	17	28	16	26	17	28	11	18
For teacher rating purposes.	43	12	28	12	28	11	25	8	19
Demonstration teaching.	29	10	34	12	42	4	14	3	10
Audio-visual aids.	65	27	41	20	31	18	28	0	0
College summer school.	46	13	28	20	44	13	28	0	0
Extension courses.	68	14	21	26	38	24	35	4	6
Correspondence courses.	71	13	18	16	23	37	52	5	7
Travel.	46	18	39	17	37	9	20	2	4
Short excursions.	51	15	30	14	27	22	43	0	0
Institutes.	107	30	28	31	29	41	38	5	5

TABLE XXVIII. (Continued)

Technique	Number of Teachers	Rank							
		1		2		3		4	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Kansas State Teachers Association Conventions.	110	28	25	52	47	29	27	1	1
National Education Association.	90	16	18	37	41	33	37	4	4
Consultative services:									
Colleges.	44	14	32	17	38	13	30	0	0
K.S.T.A.	46	10	22	20	43	16	35	0	0
Workshops.	61	24	39	24	39	13	22	0	0
Directed reading.	64	9	14	23	36	27	42	5	8

a. Ranking scale: 1, very effective; 2, considerable value; 3, some value; 4, no value.



A SELECTED LIST OF FILMS USEFUL IN  
IN-SERVICE EDUCATION PROGRAMS

The Elementary School, (three parts), Virginia  
Education Department, (Sound), 1952.

First Lessons, International Film Bureau, (Sound), 1952.

American Teacher, March of Time, (Sound), 1947.

Broader Concepts of Method, (Two parts), McGraw-Hill  
Company, (Sound), 1947.

Our Teacher, Mary Dean, Frith, (Sound), 1948.

Teaching, Mahnke, (Sound), 1946.

Community Resources in Teaching, Iowa State University  
(Sound), 1950.

Field Trip, Virginia Department of Education, (Sound),  
1949.

Motivating the Class, McGraw-Hill Company, (Sound),  
1950.

Film Tactics, U. W. Government, (Sound), 1945.

Maintaining Classroom Discipline, McGraw-Hill Company,  
(Sound), 1947.

Elementary School of Tomorrow, Library Films, (Color),  
1941.

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F. A. Krahn, Compiler, Educational Film Guide,  
1951 Edition, New York: The H. W. Wilson Company, 1951.



Box 61, Lewis Field  
Hays, Kansas  
April 5, 1954

Dear Teacher:

Under the direction of Dr. W. C. Wood of the Department of Education, Fort Hays Kansas State College, I am making a study of teacher opinion regarding in-service education practices in selected Western Kansas elementary schools. The findings of this study will be used to compare the overall program as indicated by teachers with desired outcomes of in-service education programs as stated by authorities in the field of supervision. These comparisons will then be incorporated in a thesis which I am writing as a part of my master's degree program.

A number of in-service education practices are itemized on the enclosed opinionnaire. Please add any supervisory practices not included among those itemized. Space has been provided for this purpose.

The value of the investigation will be enhanced by your comments since a true evaluation of existing practices is desired. Won't you take a few minutes to jot down your opinions?

Your cooperation will be sincerely appreciated.

Cordially yours,

Roland Nelson  
Department of Education

## Opinionnaire

1. Underline the number of years you have taught. 1-5; 6-10; over 10
  2. Indicate the number of years in your present teaching position:
  3. State the number of semester hours of college credit you have earned:\_\_\_\_\_.
  4. What degree(s) do you hold?\_\_\_\_\_.
  5. What grade(s) are you now teaching?\_\_\_\_\_.
- 
- 

Please state your opinion as to the effectiveness of each in-service education practice according to degree of effectiveness indicated by the rating scale: (1), very effective; (2), considerable value; (3), some value; (4), no value; (5), not used in your school; and comment on the reason for your evaluation. ALL ANSWERS WILL BE HELD IN STRICT ~~CONFIDENCE~~

Rating Scale  
(Circle one)

### 6. Group conferences:

- (a) Meetings of teachers in your building. 1 2 3 4 5

Comment:

- (b) Meetings of all grade school teachers 1 2 3 4 5  
teaching a certain grade. (Such as all  
second grade teachers, etc.)

Comment:

## Rating Scale

- (c) Meetings of all grade teachers in the school system of your city.

1 2 3 4 5

Comment:

- (d) Pre-school faculty meetings.

1 2 3 4 5

Comment:

- (e) Who plans your faculty meetings:

Principal \_\_\_\_\_

Teachers \_\_\_\_\_

Faculty committee \_\_\_\_\_

Unplanned \_\_\_\_\_

Other (specify) \_\_\_\_\_

Comment:

7. Individual conferences with principal

1 2 3 4 5

Comment:

8. Intervisitation:

- (a) Within your school system at the same grade level.

1 2 3 4 5

Comment:

- (b) Within your school system at a different grade level.

1 2 3 4 5

Comment:

- (c) In schools outside your city school system.

1 2 3 4 5

Comment:

9. Classroom visits by the principal:

- (a) For professional help.

1 2 3 4 5

Comment:

- (b) For teacher rating purposes.

1 2 3 4 5

Comment:

- (c) Do you have a conference with the principal after each visit? Always; Usually; Sometimes; Never.

Comment:

10. Demonstration teaching. (Principal or other teacher conducting a model class.)

1 2 3 4 5

Comment:

11. Audio-visual aids. (Used to help teachers professionally.)

1 2 3 4 5

Comment:

## 12. Summer school.

1 2 3 4 5

Is it required?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is it encouraged?

Yes \_\_\_\_\_ No \_\_\_\_\_

If encouraged, how?

## 13. Extension courses.

1 2 3 4 5

Comment:

## 14. Travel and travel seminars.

1 2 3 4 5

Comment:

## 15. Short excursions during the school year.

1 2 3 4 5

Comment:

## 16. Correspondence course work.

1 2 3 4 5

Comment:

## 17. Professional conventions:

(a) County or city institutes.

1 2 3 4 5

Comment:

(b) K. S. T. A. (All phases)

1 2 3 4 5

Comment:

(c) N. E. A. (All phases)

1 2 3 4 5

Comment:

(d) Other (Specify and Rate)

\_\_\_\_\_ 1 2 3 4 5

Comment:

18. Consultative services:

(a) Furnished by colleges and universities

Comment: 1 2 3 4 5

(b) Furnished by the K. S. T. A. 1 2 3 4 5

Comment:

19. Workshops. 1 2 3 4 5

Comment:

20. Directed professional readings. (Suggested by the principal.) 1 2 3 4 5

Comment:

21. Does your school have a plan whereby teachers may earn salary increments or other benefits by participating in certain phases of the in-service education program?

If so, please give details:

Thank you for your careful thought and consideration in completing the above opinionnaire. A stamped, addressed envelope is enclosed for your convenience.

Roland Nelson  
Department of Education